DOCUMENT RESUME

ED 250 050 JC 840 588

AUTHOR Stewart, Anne
TITLE Staff Computer Literacy in the Community College: A Resource Inventory and Directory, 1984.
INSTITUTION American Association of Women in Community and Junior Colleges. Phoenix, AZ. Inst. for Leadership Development.; Lane Community Coll., Eugene, Oreg.; League for Innovation in the Community Coll., Los Angeles, Calif.
PUB DATE 84
NOTE 55p.; A League Fellows Project.
PUB TYPE Reports - Research/Technical (143) -- Reference Materials - Directories/Catalogs (132) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Community Colleges; *Computer Literacy; *Computer Science Education; Inservice Education; Questionnaires; School Personnel; *Staff Development; Surveys; Two Year Colleges
IDENTIFIERS *Computer Use

ABSTRACT

In spring 1984, a survey was undertaken to determine what activities were being conducted by member institutions of the League for Innovation in the Community College to help staff members become more comfortable with and knowledgeable about computers. League members were asked to provide information on the current level of computer usage among various employee groups; overall planning for staff computer literacy; the focus of computer literacy programs; specific activities and methods used and projected; and conclusions drawn regarding the effectiveness of various approaches to computer literacy training. Study findings, based on information about 40 of the 55 League colleges, included the following: (1) the majority of respondents estimated that less than 30% of the employees, with the exception of office support personnel, used computers in their daily work; (2) the lowest use level was among instructional personnel for classroom management; (3) most colleges had a beginning structure for computer literacy, and one-third had earmarked money specifically for computer literacy for staff; (4) the focus of staff computer literacy efforts was clearly on microcomputers; and (5) the two leading methods for promoting computer literacy were to send employees to regular computer courses through fee payment and tuition waivers and to allow staff to use microcomputers in labs. Summaries of computer literacy activities by college, the survey instrument, and survey responses regarding computer literacy approaches are included. (LAL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

STAFF COMPUTER LITERACY IN THE COMMUNITY COLLEGE

ED250050

A Resource Inventory and Directory 1984

League For Innovation in the Community College

A League Fellows Project

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A. Stewart

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

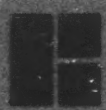
U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

sponsored by



The League for Innovation in the Community College

in cooperation with

The Institute for Leadership Development of the American Association of Women in Community and Junior Colleges

and

Lane Community College
4000 East 30th Avenue, Eugene, Oregon 97405

JC 840 588

STAFF COMPUTER LITERACY IN THE COMMUNITY COLLEGE: A RESOURCE INVENTORY AND DIRECTORY OF LEAGUE FOR INNOVATION INSTITUTIONS

1984

A League Fellows Project

by

Anne Stewart, Director of Staff Development
Lane Community College

in cooperation with

The League for Innovation in the Community College

and

The Institute for Leadership Development of
The American Association of Women
in Community and Junior Colleges

Eugene, Oregon

Summer 1984

Lane Community College is an affirmative action/equal opportunity institution.

Lane Community College
4000 East 30th Avenue
Eugene, Oregon 97405
(503) 747-4501, ext. 2577

The League for Innovation
in the Community College
23276 South Pointe Drive, Suite 103
Laguna Hills, California 92653
(714) 855-0710

Institute for Leadership Development
135 North 2nd Avenue
Phoenix, Arizona 84003
(602) 256-7722, ext. 227

TABLE OF CONTENTS

Section		Page
BACKGROUND		1
FINDINGS		3
DIRECTORY OF LEAGUE INSTITUTIONS		12
APPENDICES		22
A.	Cover Letter	23
	Survey Instrument	24
B.	Institutions Where "Many" Individuals in a Job Family are Estimated to Use Computer Hardware in Their Daily Work	32
C.	Conclusions Regarding Effectiveness of Various Approaches to Computer Literacy	34
	Details on Specific Computer Literacy Projects	38

BACKGROUND

The League for Innovation in the Community College is a national consortium of 18 districts that includes 55 public community colleges and more than 850,000 students in 13 states. The League is one of the first national educational consortia that functions specifically to stimulate innovation and experimentation.

During fall of 1983 the Board of Directors of the League approved the League Fellows Program. The purpose of the League Fellows Program is to provide for quality staff development of top leaders in member institutions and to provide for staffing in the League office that is more connected to the needs and interests of the member institutions. A League Fellow may work on League-wide projects while based at the home institution or, in special circumstances, may work in the League office in Laguna Hills, California.

One of the topics cited as appropriate for a League Fellow activity was an inventory and analysis of computer literacy programs for staff in League colleges. Preparing such an inventory also met the project requirement of the Institute for Leadership Development, in which the Director of Staff Development at Lane Community College was participating at that time. The Institute is a professional development project sponsored by the League for Innovation and the American Association of Women in Community and Junior Colleges (AAWCJC).

Consequently, in spring of 1984, as one of the first League Fellows projects, a survey was conducted from the Lane Community College Staff Development Office to find out what League colleges were doing to achieve computer literacy for staff.

For the purposes of the survey, computer literacy was defined as "Any activity (past, present, or future) designed to help your staff become more comfortable and knowledgeable about and able to use computers in whatever ways are appropriate to help your institution fulfill its mission in the coming years."

Thirty-three survey instruments were returned. They included information about 40 of the 55 colleges. One League district did not respond to the survey.

The survey (Appendix A) invited each institution to provide information on the following topics:

--Current level of computer usage among various employee groups

--Overall planning for staff computer literacy

--Focus of computer literacy program

--Specific activities and methods (current and projected)

--Conclusions drawn regarding effectiveness of various approaches and suggestions to colleges embarking on computer literacy efforts

This report contains a summary of findings and directory of League for Innovation institutions and contact people.

Special thanks are due to a number of individuals for their direct assistance with this project: Eldon Schafer, Jim Ellison, Larry Warford, Mildred Bulpitt, Carolyn Des Jardins, Sue Jordan, Diane DelRosso, Barbara Mathewson, Carol Clarke, Terry O'Banion, and the Lane Community College Printing and Graphics Department.

A salute is in order also to the people who were so cooperative in supplying the information about the various League districts and colleges.

FINDINGS

These findings are based on estimates and information provided by thirty-three respondents. Their responses represent forty colleges and one district office.

Current Level of Computer Use Among Various Employee Groups

Respondents were asked to estimate how many people in various job families currently use computer hardware in their daily work. The response range included "a few" (under 30%), "some" (30-60%), and "many" (over 60%).

Job families specified were:

1. Executives, top administrators
2. Middle management/department heads/directors
3. Office support personnel (secretaries, administrative assistants)
4. Technicians/specialists
5. Instructional--for computer assisted instruction
6. Instructional personnel--for classroom management (records, materials, word processing)

Daily computer use is still in its beginning stage at most colleges. With the exception of office support personnel, the majority of respondents estimated that "few" (less than 30%) employees in any group use computer hardware daily in their work. See Tables 1 and 2.

For office support personnel, however, six respondents estimated that many (60% or more) of this group use computers daily, and another fourteen respondents estimated that "some" (between 30% and 60%) office support personnel use computers daily.

The lowest use level was estimated to be among instructional personnel for classroom management (records, materials, word processing). Three-quarters of the sample (24 respondents) report that few instructors use computers daily for classroom management. Only one institution reported that a majority of instructors use computers daily in this way. See Appendix B for more information.

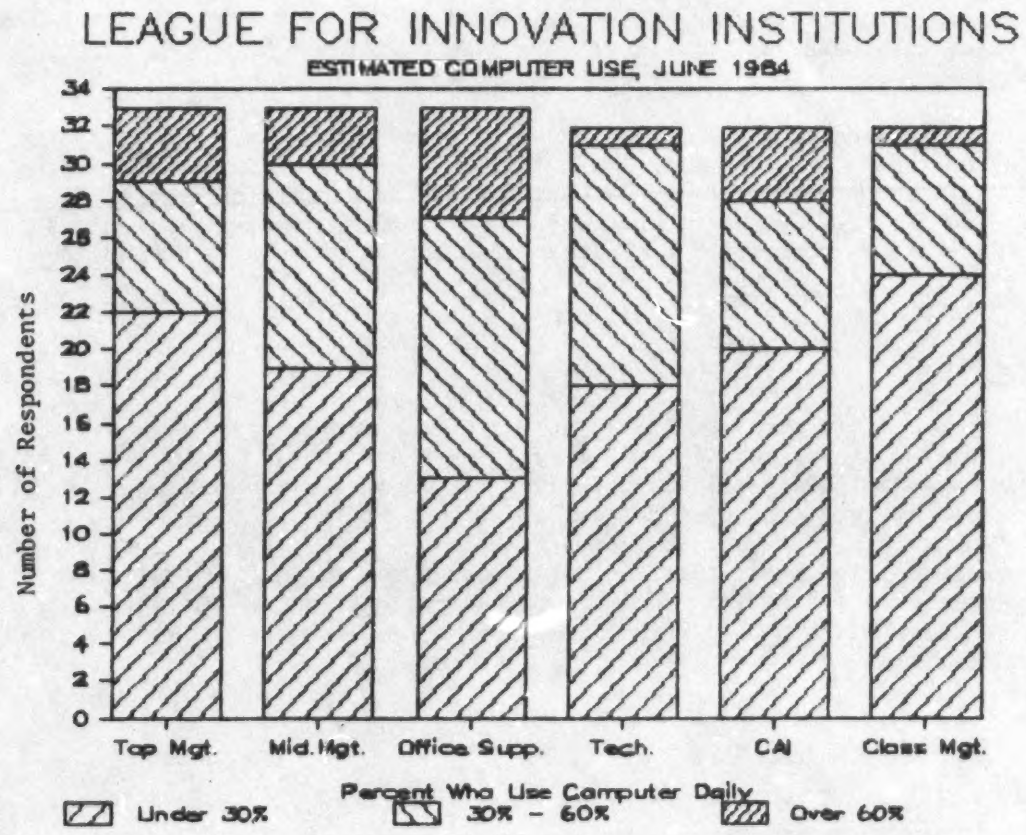
TABLE 1

PERCENTAGE OF STAFF CURRENTLY USING
COMPUTER HARDWARE IN DAILY WORK

Job Family	Few (under 30%)	Some (30%-60%)	Many (over 60%)
Top Management	*22 **67%	7 21%	4 12%
Mid-Management	19 58%	11 33%	3 9%
Office Support	13 39%	14 42%	6 18%
Technicians/Specialists	18 56%	13 41%	1 3%
Instructors (computer-assisted instruction)	20 52%	8 25%	4 13%
Instructors (classroom management, records, materials)	24 75%	7 22%	1 3%

*Number of respondents (out of 33) marking this category
**Per cent of the 33 respondents

TABLE 2



BEST COPY AVAILABLE

Planning for Computer Literacy

Most colleges have a beginning structure for computer literacy in that two-thirds of the respondents do have a designated person, committee, or other arrangements to carry out computer literacy for staff. One-third of the respondents have formulated a specific definition of computer literacy, and one-fourth of them have stated goals, objectives, or activities for staff computer literacy.

One-third of the respondents earmarked money specifically for computer literacy for staff in their 83/84 budget. Forty-two per cent have designated such money for 1984/85.

Just over one-third indicated specific incentives or rewards beyond increased awareness, knowledge, or job effectiveness for staff who engage in computer literacy endeavors.

Additional rewards cited included funds for tuition, grants, travel, development of workshops or written manuals; leave or release time to attend workshops, develop materials, or implement specific applications; certificates of attendance; regular or graduate credit for formal courses; professional growth units toward movement on salary schedule; opportunities for advancement; and professional growth itself.

Program Focus

The focus of staff computer literacy efforts is clearly on microcomputers, with attention spread relatively evenly between overcoming "computer anxiety" (21 respondents), awareness/survey of applications (27 respondents), and instruction in specific applications (24 respondents).

Word processing is the application being taught most often (28 respondents). Topics mentioned least often included communications (modem, electronic mail, bulletin board, etc.--8 respondents) and student service applications (10 respondents).

Activities and Methods for Computer Literacy

Respondents were asked to rank thirty items as to whether they are, or will be, used "none", "some", or "much" for staff computer literacy.

The two leading methods for current staff computer literacy efforts involve integrating staff into regular programs and curricula. Over one-third of the colleges, for example, send employees to their regular classes through fee payment and tuition waivers. The same number of institutions also allow staff to use microcomputers in labs along with regular students.

The next most popular methods are classes, workshops, panels, seminars tailored specifically for staff, taught by college staff and manuals for hardware and software.

These trends are expected to continue in the future. The number of schools planning to use specially tailored classes taught by staff for staff, and microcomputers in labs for staff and students, is projected to increase by one-third.

The most interesting addition is the projected use of future planning activities for technology to achieve computer literacy for staff. It is in "much" use currently by only nine respondents, but is the most often mentioned method for "much" use in future staff literacy efforts.

Seventeen respondents are planning to use it "much" and 8 are planning to use it "some", for a total of 25 respondents.

Computer literacy through access to hardware at individual work stations is also projected to be more frequent in the future.

Methods least in use currently are those which require additional resources. They include:

--Microcomputers in labs designated strictly for staff use

--Microcomputers for staff to check out and take home

--Use of non-campus personnel for one-on-one or specially tailored staff training

Additional information on current and projected methods for computer literacy is displayed in Table 3.

Suggestions and Conclusions Based on Experience

Below is a summary of the most frequent responses to the questions, "Based on actual experience at your college, what conclusions have you drawn regarding effectiveness of various approaches to computer literacy?" and "What suggestions would you give a college embarking on computer literacy efforts?" The actual responses are contained in Appendix C.

--Hands-on instruction is essential, accompanied by adequate and direct access to hardware and software once people have been exposed and are ready to progress.

--Small group instruction and easy access to experts and resource people are recommended so staff have ample opportunity for questions. Suggestions included pairing experienced staff with beginners, training staff as trainers, and forming user groups as ways to respond to this need.

--Begin with those who are interested and integrate others as they become willing to be involved.

Table 3

SPECIFIC ACTIVITIES/METHODS

Indicate to what extent the following resources/activities are made available by marking on each line one of the following: N (none or minimal); S (some); M (much). If you don't know, leave it blank.

	83/84 Present			Projected		
	None	Some	Much	None	Some	Much
Planning/Problem Solving						
1. Future planning activities for technology	5 *16%	17 55%	9 29%	1 4%	8 31%	17 65%
2. Work-group problem solving to integrate human and computer components into a specific work setting	15 50%	13 43%	2 7%	5 21%	11 46%	8 33%
Group Training Opportunities						
3. Your regular community college computer classes, workshops (credit or non-credit)						
Encouragement to enroll	1 3%	22	8 26%	-- --	15 54%	13 46%
Release time to attend	12 39%	13 42%	6 19%	10 37%	7 26%	10 37%
Fee payment, tuition waivers	8 28%	9 31%	12 41%	6 23%	7 27%	13 50%
4. Classes, workshops, seminars offered by agencies other than your college (university, computer dealers, etc.)						
Encouragement to enroll	12 39%	15 48%	4 17%	10 37%	12 44%	5 19%
Release time to attend	15 48%	14 45%	2 6%	11 41%	12 44%	4 15%
Funding to pay fees, travel	13 43%	15 50%	2 7%	9 35%	14 54%	3 12%
5. Classes, workshops, panels, seminars tailored specifically for staff						
Taught by college staff	1 3%	20 65%	10 32%	-- 	13 46%	15 54%
Taught by non-college personnel	17 61%	10 36%	1 4%	11 46%	12 50%	1 4%

*Per cent of total institutions responding to this item

Table 3, "Specific Activities/Methods", cont.

	83/84 Present			Projected		
	None	Some	Much	None	Some	Much
Hardware/Software Access						
6. Microcomputers available in labs for staff to use along with students	4 13%	16 50%	12 38%	1 4%	10 37%	16 59%
7. Microcomputers in student labs with designated hours just for staff	23 74%	8 26%	-- --	19 68%	6 21%	3 11%
8. Microcomputers in labs designated only for staff	22 73%	5 17%	3 10%	12 44%	12 44%	3 11%
9. Access to hardware at individual work stations						
a. Microcomputers	3 9%	22 67%	8 24%	1 3%	15 50%	14 47%
b. Terminals to mainframe of minicomputer(s)	7 23%	16 53%	7 23%	4 15%	15 56%	8 30%
c. Access to modems and other communications equipment	18	10	2	9	15	3
10. Microcomputers for staff to take home on loan	22 67%	8 24%	3 9%	13 45%	13 45%	3 10%
11. Software loan/check-out	17 51%	11 33%	5 15%	7 24%	13 45%	9 31%
12. Discounts for staff purchase (personal) of hardware/software	13 42%	11 35%	7 23%	3 10%	20 67%	7 23%
Individualized Learning Opportunities						
13. One-to-one training by colleagues at the college (formal or informal)	7 22%	17 53%	8 25%	3 11%	15 54%	10 36%
14. One-to-one training by non-campus personnel	20 71%	8 29%	-- --	17 68%	8 32%	-- --
15. Technical support (phone hot line, identified experts to consult)	15 50%	9 30%	6 20%	5 20%	14 56%	6 24%
16. Release time for practice on the job	15 50%	14 47%	1 3%	8 30%	18 67%	1 4%
17. Release time for curriculum design/redesign	15 48%	14 45%	2 6%	5 19%	19 73%	2 8%
18. Manuals for hardware and software	3 9%	19 59%	10 31%	1 4%	16 57%	11 39%

Table 3, "Specific Activities/Methods", cont.

		83/84 Present			Projected		
		None	Some	Much	None	Some	Much
19.	Self-paced print material	11 35%	17 55%	3 10%	5 19%	16 62%	5 19%
20.	Books	2 6%	24 75%	6 19%	1 4%	18 64%	9 32%
21.	Periodicals	2 6%	22 69%	8 25%	1 4%	18 64%	9 32%
22.	Slides, tapes, films, video-discs, videotapes	11 35%	20 65%	-- --	3 11%	22 81%	2 7%
23.	Telecourses	12 40%	15 50%	3 10%	5 19%	18 69%	3 12%

--For content, teach use of software with direct application to people's jobs rather than programming skills.

--Have a plan before you begin, with specific competencies, access to equipment, budget, and strategies for implementation in the classroom and/or office. On the other hand, several colleges suggested jumping in regardless, because, as one respondent said, "DO IT, because whatever it is, it will work."

Summary of Findings

In the majority of colleges, less than thirty per cent of the six identified job families use computers daily, with the exception of office support personnel.

Most schools have designated responsibility, but don't yet have detailed objectives or plans for staff computer literacy.

The intent to use planning for technology in the future as one of the leading staff literacy methods suggests that schools intend to fill the gap in identified objectives and plans.

Current focus is on teaching survey of applications and specific applications, with word processing mentioned most often.

Institutions are using existing resources (their regular classes, staff and labs) where possible and plan to continue this practice, with the addition of more in-house technology planning activities, and increased access to hardware at individual work stations.

Schools with experience in staff computer literacy recommend hands-on instruction with easy access to hardware, software, and individual help and support. They suggest beginning with those who are interested and keeping their interest by teaching use of software that provides direct assistance in their jobs rather than concepts of programming.

Conclusions

This is the first study of computer literacy activities for staff among League colleges, and as such merely scratches the surface. Things are moving quickly at many of the institutions, so some of the information (notably per cent of staff who use computers in their daily work) is probably already outdated.

It is clear that League institutions are taking action in this area, and will be looking for further ideas and resources. This inventory has documented a rich diversity of experience with computer literacy for staff among League schools. This background provides a potent resource from which to design and deliver future staff computer literacy activities.

DIRECTORY OF INSTITUTIONS

IN ALPHABETICAL ORDER BY DISTRICTS

BEST COPY AVAILABLE

DIRECTORY OF INSTITUTIONS
ACTIVITY SUMMARIES AND CONTACT PEOPLE

BROOKDALE COMMUNITY COLLEGE

"Our faculty are becoming computer literate by selecting application software, using it on their micros and teaching their students to use both hardware and courseware. We run workshops to help them with each step they take. Staff have been to about a half dozen literacy workshops."

Contact(s): Vincent Gorman, Director
Computer Services
Brookdale Community College
Newman Springs Road
Lincroft, New Jersey 07738
(201) 842-1900

Norma Klein, Director
Community Services

CENTRAL PIEDMONT COMMUNITY COLLEGE

"Central Piedmont does not have a formal program at this time. Informal computer literacy activities focus on awareness of microcomputer applications, with specific instruction in word processing and instructional applications."

Contact(s): William A. McIntosh, Vice President
Educational Planning/Evaluation
Central Piedmont Community College
P. O. Box 35009
Elizabeth Avenue at North Kings Drive
Charlotte, North Carolina 28235
(704) 373-6476

Carl E. Squires*
(Instructional materials)

COAST COMMUNITY COLLEGE DISTRICT

Golden West College: "This year we ran seven computer literacy workshops at three different levels. The degree of literacy is spreading out after three years with many moving rapidly on their own. Our Computer Users Network has 42 computer owning members."

Contact: Bill Shawl
Dean of Educational Development
Golden West College
15744 Golden West St.
Huntington Beach, California 90015
(714) 892-7711

*Contact person for college-developed instructional materials in computer literacy

Orange Coast College: "Nothing specifically aimed at computer literacy--only those activities related to professional growth."

Contact: Wallace Kleck, Ass't to the President
Orange Coast College
2701 Fairview Road
Costa Mesa, California 92626
(714) 556-5651

CUYAHOGA COMMUNITY COLLEGE

"In light of the activities that have taken place, a management terminal plan has been developed that integrates planning directions for the Word Processing Master Plan, Title III and Computer Services Master Plan. Formalized training will continue to be provided college-wide."

Contact(s): Bruce Rose*
Office of Systems and Computer Services
Cuyahoga Community College
700 Carnegie Avenue
Cleveland, Ohio 44115
(216) 348-4787

Donald Brusk, Director
Computer Systems and Resources

DALLAS COMMUNITY COLLEGE DISTRICT

"Computer Services will conduct district-wide slide presentations of administrative mainframe systems covering system flow, what is available, hot to access. A district-wide effort will begin to utilize networked microcomputers as a multi-purpose office tool under coordination and training by our Automation Coordinator."

Contact: Jim Hill
Director of Computer Services
District Service Center
4343 North Highway 67
Mesquite, Texas 75150
(214) 324-7900

Cedar Valley: "We are presently previewing tutorials for Wordstar and Lotus 1-2-3. We also plan to have a person on the LRC staff with computer programming expertise for consultation, training, and CAI/CMI development for faculty."

Contact: Travis Y. Ueoka, Associate Dean
Learning Resource Center
Cedar Valley Community College
3030 North Dallas Avenue
Lancaster, Texas 75134
(214) 372-8149

Eastfield College: "Structured training on IBM-PC and Apples in specific areas, word processing, spreadsheet and author ng systems, training done by person on campus. Moved from educational computing center, training provided through our continuing education department with some release time for participants."

Contact(s): Marvin Elke, Coordinator*
Data Processing
Eastfield College
3737 Motley Drive
Mesquite, Texas 75150
(214) 746-3200

Vivian Dennis, Instructor*
Math (faculty Staff Development Coordinator)

El Centro College: "83-84 has been a year of planning and development. Fall 84-85 student and faculty work labs will be available with training programs being developed during the summer months. A college plan for 'integrating' training has been developed and proposed to the top administration."

Contact(s): Nora Busby, Director
Instructional Development
El Centro College
Main at Lamar Streets
Dallas, Texas 75202
(214) 746-2167

Ruth Watkins, Dean
Learning Resource Center

Nancy Faris, Assistant Director*
Continuing Education

North Lake College: "Total college wide efforts are being implemented. A commitment has been made to standardization of micro and time will be devoted to literacy in this area."

Contact(s): Joel E. Velo, Ass't Dean
North Lake College
5001 North MacArthur Blvd.
Irving, Texas 75062
(214) 659-5229

Jane Hushn, User Coordinator

Grady Grizzle, Division Chairman

Richland College: "Richland College began a large-scale program in microcomputer applications in 1983. We now have IBM-PC's in every department or division office for office operations use, word processing, and data management. We have six portable COMPAQ computers available for check-out to staff, and have arranged for faculty discounts for the personal purchase of microcomputers. We continue to offer a broad range of computer classes, from simple short introductions through programming and complex data management techniques."

Contact: Anita Adams, Coordinator*
Data Processing
Richland College
12800 Abrams Road
Dallas, Texas 75243
(214) 746-4400

Harold Albertson*

Brookhaven College: "We make use of central administration staff development in all areas of CAI, CMI, introduction to micros, and specific software. On campus, the Ass't. Dean of Instruction and Data Processing Coordinator present seminars on software packages. Occasionally, special topics

are presented by LRC or Community Services, or by certain individuals."

Contact(s): Larry Wilson, Associate Dean
Learning Resource Center
(reviews software, media, handles hardware loans)
Brookhaven College
3939 Valley View Lane
Farmers Branch, Texas 75234
(214) 746-5203

Larry Darlage, Chair
Math/Science Division
(campus resource person)

DELTA COLLEGE

"We have developed 'hands-on' workshops on the microcomputer to introduce and develop skill in word processing, spreadsheets, data base systems and graphics. Over one-third of our fulltime personnel have participated in these workshops or individually exceeded these activities."

Contact(s): Ralph M. McGivern (in reference to Professional Development Committee "hands-on" workshops)
Delta College
University Center, Michigan 48710
(517) 686-9298

Ben Paulson (in reference to mainframe computers)

FOOTHILL-DeANZA COMMUNITY COLLEGE DISTRICT

"Computer literacy activities are all directed towards students. Computer Literacy course is a G.E. requirement."

Contact(s): Ray Kratzer, Division Dean
Foothill College
12345 El Monte Road
Los Altos Hills, California 94022
(415) 948-8590

Phyllis Yasuda
DeAnza College
21250 Stevens Creek Blvd.
Cupertino, California 95014
(408) 996-4567

JOHNSON COUNTY COMMUNITY COLLEGE

"Software usage classes and programming classes have been offered. Approximately half of the staff have taken some computer literacy course. Copies of the schedule are attached. We started the program by introducing computer literacy at our fall inservice. A keynote speaker followed by several staff speakers and a vendor show peaked interest in learning about computers. Staff members signed up for classes at an open house in the new staff microcomputer lab. General introductory courses, a computer contest and a discount user group have also kep interest up."

Contact(s): Jackie Snyder, Director — Rudy Gentry*
Staff Development
Johnson County Community College
College Boulevard at Quivira Road
Overland Park, Kansas 66210
(913) 888-8500

KIRKWOOD COMMUNITY COLLEGE

"Continued emphasis on educating educators so they will in turn educate students by integrating the use of computer hardware and software into their curriculum."

Contact: Pat Murphy, Director*
Data Processing
Kirkwood Community College
P. O. Box 2068
Cedar Rapids, Iowa 52406
(319) 398-5486

LANE COMMUNITY COLLEGE

"The college is in the initial stages of developing a master plan for technology. As a part of that plan, a subcommittee has been appointed to make recommendations regarding computer literacy. The committee's report is expected about July 15."

Contact(s): Jim Ellison, Associate Dean
Division of Liberal Arts
and Telecommunications
Lane Community College
4000 East 30th Avenue
Eugene, Oregon 97405
(503) 747-4501

Anne Stewart, Chairperson
Technology Literacy Subcommittee

LOS ANGELES COMMUNITY COLLEGE DISTRICT

Pierce College: "Some staff development activities are planned. Expansion of TCES is also planned."

Contact: Don Love, Dean
Vocational Education
6201 Winnetka Avenue
Woodland Hills, California 91364
(213) 347-0551

L.A. Trade-Technical: "We intend to expand computer literacy among both staff and students to the best possible under our budget constraints."

Contact: S. Sachs, Staff Development Officer
L. A. Trade Technical School
400 West Washington Boulevard
Los Angeles, California 90015
(213) 746-0800

West Los Angeles College: Approximately 30% of Certificated and Classified (staff) have reached a level of literacy."

Contact(s): Charles Brown, Dean
Instruction
West Los Angeles College
4800 Freshman Drive
Culver City, California 90230
(213) 836-7110

Gretchen Marlotte, Ass't Dean*
Instruction

Murray Levy, Director
CS Professor

MARICOPA COMMUNITY COLLEGES

"The Computer Literacy Project operates out of the district office to serve the seven campuses of the district. The Faculty Computer Literacy project serves 50 faculty at a time. They attend class once a week (three hours) for a term during which time a computer and software is checked out to them for home use. A series of computer literacy workshops is provided for all employees (43 workshops in fall '84). A staff lab equipped with 15 Apple IIe's has scheduled classes as well as open time for individual study or review of software and hardware."

Contact: Rick Meyer, Manager*
Educational Computer Systems
Maricopa Community Colleges
3910 East Washington Street
Phoenix, Arizona 85034
(602) 244-8355

MIAMI-DADE COMMUNITY COLLEGE DISTRICT

"Ten full time and two part time staff support faculty on all four campuses in the uses of computers for instruction."

Contact: Kamala Anandam, Director
Computer-Based Instructional Development and Research
Miami-Dade Community College/District Administration
1101 S.W. 104th Street
Miami, Florida 33176
(305) 596-1290

Medical Center Campus: "Our use of programs available through mainframe is extensive. We thrive on on-line data systems/scopes/easy retrieval of information. We are still at the early stages of microcomputer use on our campus.

Contact(s): Pat Stephenson, Div. Instruc. Support Services
Miami-Dade Community College
Medical Center Campus
950 N.W. 20th Street
Miami, Florida 33127
(305) 547-1113

Bob Calabrese, Instructor
Arts and Sciences

Luis Klitin, Director
Media Services

New World Center Campus: "We are in the early stages of policy planning and goal-setting. Particular emphasis in presently directed toward faculty and administrative activities since these groups seem to have the most impact upon effective computer applications and results."

Contact(s): Glenn Tripplett, Chair
Campus Communication Technology Committee
Miami-Dade Community College
New World Center
300 N.E. Second Avenue
Miami, Florida 33132
(305) 577-6811

Ned Glenn, Director*
Open College

South Campus: "Our campus is actively engaged in providing a variety of computer literacy activities for faculty and staff. The nature of the activities depends on the needs of individuals, departments, divisions and the campus. The ultimate goal is to have 100% of the secretaries trained in word processing and 100% of faculty knowledgeable about the use of computers in their discipline. All staff are being trained in the use of specific applications software related to various aspects of their jobs."

Contact(s): Maureen Lukenbill, Director*
Faculty, Staff and Program Development
Miami-Dade Community College
South Campus
11011 S.W. 104th Street
Miami, Florida 33176
(305) 596-1200

Roberta Stokes, Coordinator
Academic Computing

MORAINE VALLEY COMMUNITY COLLEGE

"Computer literacy programs at Moraine Valley Community College currently are directed at encouraging faculty members through travel funds, tuition reimbursement, sabbatical leave grants, inservice programs, workshop funding and grant funding. There has been an emphasis through the faculty development program on encouraging the faculty already proficient in computers to adapt and develop programs for other faculty.

"An instructional microcomputer lab has been established with 16 Apple II and 14 Apple IIe microcomputers. These are used to instruct faculty and to encourage faculty to adapt portions of their courses to the computer. Parts or all of several math, word processing, sociology and psychology courses now use the lab. A major expansion and funding are under consideration at this time.

"Expansion of computer activity at all levels of the institution is currently under consideration. Hopefully this may be implemented within the next two to four years.

"To date, two graduate classes teaching BASIC and PASCAL languages for faculty were offered by an area university in the Moraine Valley microcomputer lab for the benefit of the faculty. Future courses are being considered. In addition, another area university offers stipends for Moraine

Valley faculty enrolled in their graduate Computer Science degree program."

Contact(s): Randy Southard, Director* (faculty computer literacy programming)
Center for Faculty and
Program Excellence
Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, Illinois 60465
(312) 974-4300

Kathy Wilders, Director (staff and administrative computer use)
Institutional Research

PERALTA COMMUNITY COLLEGE

Laney College: "There is no organized computer literacy program at Laney College. The one about to be born has as its principal teacher the director of the Data Processing Program. It will be offered for faculty at scheduled times with individual one-to-one time on demand; participation will be voluntary, and without known institutional recognition or inducement."

Contact: William R. West, Director of Data Processing and
Project Director for Computer Activities under MISIP
Laney College
900 Fallon Street
Oakland, California 94607
(415) 834-5740

College of Alameda

Contact: Guenther Puschendorf, Assistant Dean
LASA (Learning Assistance,
Skills and Assessment) Division
Coordinator, Computer Literacy Program
College of Alameda
555 Atlantic Avenue
Alameda, California 94501
(415) 522-7221

Vista College

Contact(s): Richard Bidleman, Instructor
Small Computer Center
Vista College
2020 Milvia
Berkeley, California 94704
(415) 841-8431

Ione Elioff, Dean
Instruction

ST. LOUIS COMMUNITY COLLEGE DISTRICT

Florissant Valley: "St. Louis Community College at Florissant Valley currently has microcomputer/lab facilities in every division on campus. Staff also have access to an IBM 4381 via remote terminals for research and administrative functions. Travel funds, released time, tuition waivers and accessible equipment constitute our major effort at this time."

Contact: Gerald H. Schaeffer, Chairperson*
Academic Computing Committee
St. Louis Community College at Florissant Valley
3400 Pershall Road
Ferguson, Missouri 63135
(314) 595-4200

Forest Park: "A course is currently being developed that will be available to staff and students. Another instructor is developing C.L. Modules that will be available to staff and students. A seminar was conducted for staff for the selection and evaluation of microcomputer software. A seminar was conducted to orient English and social science faculty with microcomputer technology."

Contact: William Kennedy, Dean
Instruction
St. Louis Community College at Forest Park
5600 Oakland Avenue
St. Louis, Missouri 63110
(314) 644-9100

Meramec: "Developing a catalog of courses in which content and methodology will develop student computer literacy adequate to credentials for graduation."

Contact: James D. Pierce, Dean
Instruction
St. Louis Community College at Meramec
11333 Big Bend Boulevard
Kirkwood, Missouri 63122
(314) 966-7500

SANTA FE COMMUNITY COLLEGE

"Current computer literacy activities at this point are very limited. To date, three faculty/staff literacy seminars have been held to inspire and encourage implementation of computers in instrucitonal areas.

Contact: Joe McGrath, Coordinator of Data Processing
Santa Fe Community College
P. O. Box 1530
Gainesville, Florida 32602
(901) 377-5161

APPENDIX A

COVER LETTER

SURVEY INSTRUMENT

staff development
Lane Community College 4000 E. 30th Ave., Eugene, OR 97405

May 18, 1984

Dear

You are probably aware that I have been named a League Fellow to conduct a study of computer literacy programs for staff among the 54 colleges in the League for Innovation. We understand that you have been named the contact person for your college or district. We appreciate your willingness to take responsibility for getting the information from your college or district back to us in a timely manner. We plan to publish the findings as an inventory that specifies practices and a contact person for each League college. In those cases where we have just one of you designated as contact person for the entire district, we have included a copy for each college in your district. If, however, it is more feasible for you to respond for your district as a whole, please indicate that on the instrument you submit to us.

We anticipate considerable variation among computer literacy programs for staff. We are considering "computer literacy" to mean any activity (past, present or future) designed to help your staff become more comfortable and knowledgeable about and able to use computers in whatever ways are appropriate to help your institution fulfill its mission in the coming years.

Unless you are well ahead of the rest of us in computer literacy for your staff, you will probably find yourself looking around your school and asking some of the questions for the first time. As such, they may be difficult to answer. Just do the best you can--your best estimate. At best, we may find that we are all further along than we think. At worst, the questions may provoke healthy conjecture as to where we can best go from here.

The findings will be published as a League document this summer and each college will receive a copy. I especially look forward to the opportunity to discuss questions or concerns about the findings in person with League representatives when they meet here on our campus next fall.

Please return the completed survey to me by Monday, June 11. Feel free to call me if you have any questions at (503) 747-4501, ext. 2577. Thank you for your help.

Sincerely,

Anne Stewart, Director
Staff Development

cc: Terry O'Banion

Lane Community College is an Equal Opportunity/Affirmative Action/ Title IX Institution

LANE COMMUNITY COLLEGE STAFF DEVELOPMENT OFFICE

LEAGUE FELLOWS PROJECT

Staff Computer Literacy Inventory

Name of Your College: _____

A. Demographics (rough estimates)

Staff

Number of full time staff _____

Head count of part time staff (include non credit instructors) _____

Budget

Operating budget for 1983-84 _____

Enrollment

Unduplicated head count--credit _____

or

Full time equivalent--credit _____

B. Current Use

To the best of your knowledge, what staff on your campus currently use computer hardware (microcomputers, mini-computers, main frame terminals) in their daily work?

1. Executives, top administrators:

_____ a few (under 30%) _____ some (30-60%) _____ many (over 60%)

2. Middle management/department heads/directors:

_____ a few (under 30%) _____ some (30-60%) _____ many (over 60%)

3. Office support personnel (secretaries, administrative assistants):

_____ a few (under 30%) _____ some (30-60%) _____ many (over 60%)

4. Technicians/specialists

_____ a few (under 30%) _____ some (30-60%) _____ many (over 60%)

5. Instructional personnel--for computer assisted instruction:

_____ a few (under 30%) _____ some (30-60%) _____ many (over 60%)

6. Instructional personnel--for classroom management (records, materials, word processing):

_____ a few (under 30%) _____ some (30-60%) _____ many (over 60%)

5-4-84

C. Overall Computer Literacy Planning

1. Has your institution formulated a specific definition of computer literacy ?
_____ No* _____ Yes. (Write in below or attach)

2. Does your college have stated computer literacy goals, objectives, or activities for staff (check all that apply)
_____ No _____ Yes. (Attach or write in below)

Specify source:

_____ in a formally adopted college-wide planning document

_____ in collective bargaining agreements

_____ other (please specify)

3. Has your college designated a person, committee, or made other arrangements to carry out computer literacy objectives for staff?

_____ No _____ Yes. (Please describe)

4. Is there money earmarked specifically to support computer literacy in your current 83/84 budget?

_____ No _____ Yes. Please describe source and amounts:

General Fund: _____

Outside Funds: _____

*If no, please use the definition given in the cover letter to guide you in responding to the remainder of the survey.

5. Is there money earmarked specifically to support computer literacy in next year's (84/85) budget?

_____ No ____Yes. Please describe source and amounts:

General Fund: _____

Outside sources, grants, etc.: _____

6. Besides increased awareness, knowledge, or job effectiveness, are there other incentives or rewards for staff participation in computer literacy activities (credit, certificates, advancement on salary schedule, etc.)?

_____ No _____ Yes. (Please specify)

D. Program Focus

(Check all that apply to your college)

1. The focus at our campus is on literacy with:

_____ Mainframe
_____ Minicomputers
_____ Microcomputers

2. The focus of our computer literacy efforts is on:

_____ Overcoming computer anxiety
_____ Awareness--survey of applications
  _____ General applications
  _____ Administrative applications
  _____ Secretarial or clerical applications
  _____ Instructional applications
  _____ Other
_____ Instruction in specific applications:
  _____ Word processing
  _____ Spreadsheet
  _____ Communications (modem, electronic mail, bulletin board, etc.)
  _____ Data base
  _____ Instructional applications--please specify:

_____ Student service applications--please specify:

_____ Converting specific information and processes from manual to electronic hardware and software (putting your work on your new IBM PC, for example)

_____ Other

E. Specific Activities/Methods

Indicate to what extent the following resources/activities are made available by marking on each line one of the following: N (= none or minimal); S (= some); M (= much). If you don't know, leave it blank.

	83/84 Present	Projected
Planning/Problem Solving		
1. Future planning activities for technology	_____	_____
2. Work-group problem solving to integrate human and computer components into a specific work setting	_____	_____
Group Training Opportunities		
3. Regular community college computer classes, workshops (credit or non-credit)		
Encouragement to enroll	_____	_____
Release time to attend	_____	_____
Fee payment, tuition waivers	_____	_____
4. Classes, workshops, seminars offered by agencies other than your college (university, computer dealers, etc.)		
Encouragement to enroll	_____	_____
Release time to attend	_____	_____
Funding to pay fees, travel	_____	_____
5. Classes, workshops, panels, seminars tailored specifically for staff		
Taught by college staff	_____	_____
Taught by non-college personnel	_____	_____
Hardware/Software Access		
6. Microcomputers available in labs for staff to use along with students	_____	_____

	83/84 Present	Projected
Hardware Access, cont.		
7. Microcomputers in student labs with designated hours just for staff	_____	_____
8. Microcomputers in labs designated only for staff	_____	_____
9. Access to hardware at individual work stations		
a. Microcomputers	_____	_____
b. Terminals to mainframe or minicomputer(s)	_____	_____
c. Access to modems and other communications equipment	_____	_____
10. Microcomputers for staff to take home on loan	_____	_____
11. Software loan/check-out	_____	_____
12. Discounts for staff purchase (personal) of hardware/software	_____	_____
Individualized Learning Opportunities		
13. One-to-one training by colleagues at the college (formal or informal)	_____	_____
14. One-to-one training by non-campus personnel	_____	_____
15. Technical support (phone hot line, identified experts to consult)	_____	_____
16. Release time for practice on the job	_____	_____
17. Release time for curriculum design/redesign	_____	_____
18. Manuals for hardware and software	_____	_____
19. Self-paced print materials	_____	_____
20. Books	_____	_____
21. Periodicals	_____	_____
22. Slide tapes, films, videotapes, videodiscs	_____	_____
23. Telecourses	_____	_____

F. Summary of Your Program

- Based on your previous responses, please provide a statement of not more than 100 words that summarizes current computer literacy activities and plans at your college:

- Contact person(s) for more information (indicate their position or responsibility in relation to computer literacy).

_____

_____

- Please attach any materials descriptive of your program--brochures, workshop schedules or advertisements.

- If your college has developed its own instructional materials in computer literacy for staff, please indicate name of person to contact for review.

_____

- If appropriate for use at other colleges, indicate cost for acquisition and name of contact (if other than above.)

_____

G. Evaluation

Other colleges would like to benefit from your experiences.

- Based on actual experience at your college, what conclusions have you drawn regarding effectiveness of various approaches to computer literacy?

- What suggestions would you give a college embarking on computer literacy efforts?

Please use the attached sheet to assess effectiveness of specific projects implemented on your campus.

Detail on Specific Computer Literacy Projects for Staff

Objectives (desired change or outcome)	Target	Description of Approach/Activities	Amount Spent	Funding Source	Estimated Effectiveness of this Approach M = minimal A = adequate/good E = excellent
F O R E X A M P L E:					
Increase number of faculty using computer assisted instruction by 20%	Faculty	Faculty member enrolls in a term-long seminar with a microcomputer to use at home during the term	$70,000 for hardware $30,000 for personnel (lab instruction)	WSF Grant	E

APPENDIX B

INSTITUTIONS WHERE "MANY" INDIVIDUALS (OVER 60%) IN THE JOB FAMILY ARE ESTIMATED TO USE COMPUTER HARDWARE IN THEIR DAILY WORK

INSTITUTIONS WHERE "MANY" INDIVIDUALS (OVER 60%) IN THE JOB FAMILY

ARE ESTIMATED TO USE COMPUTER HARDWARE IN THEIR DAILY WORK

Executives/Top Administrators	Delta College Eastfield College Maricopa Community Colleges Richland College
Mid Management/ Department Heads/ Directors	Delta College St. Louis Community College at Florissant Valley St. Louis Community College at Forest Park
Office Support Personnel (Secretaries, Administrative Assistants)	Dallas Community College District Office DeAnza College Cuyahoga Community College Richland College St. Louis Community College at Florissant Valley
Technicians/ Specialists	Kirkwood Community College
Instructional Personnel-- Computer Assisted Instruction	Cuyahoga Community College Kirkwood Community College Richland College St. Louis Community College at Florissant Valley
Instructional Personnel-- Classroom Management	St. Louis Community College at Florissant Valley

APPENDIX C

CONCLUSIONS REGARDING EFFECTIVENESS OF VARIOUS APPROACHES TO COMPUTER LITERACY

DETAILS ON SPECIFIC COMPUTER LITERACY PROJECTS

APPENDIX C

"BASED ON ACTUAL EXPERIENCE AT YOUR COLLEGE, WHAT CONCLUSIONS HAVE YOU DRAWN REGARDING EFFECTIVENESS OF VARIOUS APPROACHES TO COMPUTER LITERACY

and

WHAT SUGGESTIONS WOULD YOU GIVE A COLLEGE EMBARKING ON COMPUTER LITERACY EFFORTS?"

BROOKDALE COMMUNITY COLLEGE

The most effective approach seems to be hands-on work with canned software but any approach is excitedly and hungrily received.

(1) Do not make the main focus programming--we avoid it completely. (2) Make it hands-on, if possible, with lots of supervision for answering questions. (3) Have applications of interest to all participants--we ran a word processing and a courseware workshop where everyone got onto a micro. (4) Most importantly, DO IT because whatever it is--it will work.

COAST COMMUNITY COLLEGE DISTRICT

Golden West College

Computer literacy needs to be an integral part of a comprehensive staff development program. It should not be seen as more or less than another tool in the instructor's toolbox. To treat it otherwise makes it appear like a fad.

Don't wait until you have found the right equipment, just use what you have. Literacy is a continuum, some are more literate than others. Use your own staff to teach it. This does wonders for morale.

CUYAHOGA COMMUNITY COLLEGE

Our experiences have proven that hands-on instruction is most effective.

Get as many of your administrators and faculty to actually use the computer as quickly as possible.

DALLAS COMMUNITY COLLEGE DISTRICT

Brookhaven College

Try to sort participants into rank beginners, beginners, the "initiated" and "experts" for session planning. Offer sessions in series, like units, with assigned homework in between. Keep instructor-learner ratio low. Have learners bring their own micros, when possible.

Cedar Valley

Group sessions are beneficial for computer awareness, but be prepared to provide individualized instruction for those who desire it.

Ensure that software and hardware are available in sufficient quantities. Much frustration was encountered because of insufficient hardware/software and computer experts for consultation.

Eastfield College

Start with small group of interested individuals (20 people). Progress to other groups, the persons from these groups will work one-to-one with others who haven't attended formal training and eventually a large number of individuals will slip into the mainstream.

Hold formal, small group instruction. Give actual hands-on training (one or two persons per machine). Show actual applications (not programming).

El Centro

Caution! Be prepared to take interested persons to desired goals. Initial interest and enthusiasm has/can be quickly stopped if potential for growth and support is not available.

Richland College

We did not spend enough time planning. We bought equipment first, and have been learning to use it, and how to teach how to use it, since. We did not know anyone who had a similar experience (bringing a campus into the computer age), so we had to learn the hard way.

Learn from the campuses who have already begun. Send representatives for on-site visits to talk with our new "experts" in computer literacy.

FOOTHILL-DeANZA COMMUNITY COLLEGE DISTRICT

Introducing staff to computers and incorporating computers into the curriculum needs to be an on-going effort over several years. Begin with word processing and record keeping and expand according to interest.

Develop a comprehensive plan that includes easy access by staff to computing equipment and a designated resource person.

JOHNSON COUNTY COMMUNITY COLLEGE

Careful planning of complete objectives and competencies needed should be done before embarking on a program. People must see a need to learn about computers and have them accessible.

KIRKWOOD COMMUNITY COLLEGE

Problem solving through the use of a computer by students in their area of study is the best return as a result of educating faculty in the use of computers.

LOS ANGELES COMMUNITY COLLEGE DISTRICT

L.A. Trade Technical

If it appears to reduce workload, people like it.

Let people "play" with the machines at leisure in addition to having structured seminars.

West L.A.

Initiate a "train the trainer" program first, followed by seminars, by disciplines, re: current trends, uses and materials available. Establish cross-discipline advisory committee for strategic and technical planning purposes; obtain budgetary commitments.

MARICOPA COMMUNITY COLLEGES

People learn best with hands-on activities.

Give participants the opportunity to practice what they are taught.

MIAMI-DADE COMMUNITY COLLEGE

New World Campus

(1) A slow process. (2) Persuade and exemplify rather than dictate use. (3) A costly process.

Be patient, very supportive and provide opportunities for direct access to hardware and software.

South Campus

Our greatest successes have been with software with direct applications to the job. The faculty and staff get interested and then further computer literacy activities are engaged in.

Develop a plan both for computer literacy and implementation in the classroom/office.

MORAINE VALLEY COMMUNITY COLLEGE

Any computer literacy program should involve those staff members already proficient helping those who are not. The program needs to be diverse and creative to meet the needs of all the faculty and to encourage and inspire those who are reluctant.

ST. LOUIS COMMUNITY COLLEGE

Florissant Valley

A formal college course for credit and offered at a time convenient for faculty and staff, has resulted in approximately fifty staff and faculty completing the course.

(1) Form a campus committee. Must have a reasonable budget (e.g., $3,000 to $5,000. (2) Offer a course, in-house, with released time. (3) Increase travel for computer related conferences.

Forest Park

Develop a specific plan; provide funds and release time to implement.

SANTA FE COMMUNITY COLLEGE

Training should be informal (i.e., non-threatening). Faculty should attend seminars because of desire rather than a command performance.

DETAIL ON SPECIFIC COMPUTER LITERACY PROJECTS FOR STAFF

Objectives (desired change or outcome)	Target	Description of Approach/Activities	Amount Spent	Funding Source	Estimated Effectiveness of this Approach M = minimal A = adequate/good E = excellent
ST. LOUIS--FLORRISANT					
1. Increase faculty knowledge of micro applications in their areas	Faculty	Staff Forum (workshop using IBM, Apple and TRS-80 micros and commercial and other software demonstrations)		Professional Growth Comm. budget	A
2. Increase staff and fac. microcomputer literacy	Faculty and staff	Faculty and staff enroll in microcomputer literacy course. Study general applications, BASIC, and spend three hours per week in Microcomputer Lab.	$3,750	Tuition waivers	E
3. Increase awareness of other institutions' computer applications	Faculty and staff	A. Faculty and staff join state-wide consortium (Missouri Computer Facilitating Committee)	Approx. $30 each	Individual pays	E
		B. Faculty and staff travel to regional and national conferences on computing	$20,000	Budgeted travel funds	E
BROOKDALE COMMUNITY COLLEGE					
1. Begin 3 pilot projects: music, reading, writing 1983/84	Faculty	Faculty in each department attend workshops to learn to use their (1) departmental micro (2) word processing and (3) a "courseware day"	$8,000 hardware $2,000 software $800 wkshps.	Operating budget	(1) E (2) E (3) A/E
2. Introduce all interested staff to computers	Staff	Attend half-day computer literacy workshop (20-30 attendees at each of six sessions)	Lunches	Operating budget	E

Objectives (desired change or outcome)	Target	Description of Approach/Activities	Amount Spent	Funding Source	Estimated Effectiveness of this Approach M = minimal A = adequate/good E = excellent
BROOKDALE COMMUNITY COLLEGE, cont.					
3. Begin 15 additional pilot projects in numerous subjects 1984/85	Faculty	Same approach as first item, but much more one-on-one assistance/consultation plus more advanced workshops will be presented	$45,000, hardware; $6,000, software; $1,500 wkshps.	Operating budget	Future
EASTFIELD					
Introduce campus personnel to microcomputers and the micro's usefulness	Faculty and staff	Small group workshops--12 hours in length in two- or three-hour blocks	$200	Staff development funds	E
DELTA COLLEGE					
Objective has been to facilitate the use of available microcomputers and software to the extent demanded by all full time personnel	Faculty, staff, administration and clerical	Subcommittee of the Professional Development Committee has guided computer literacy development since spring 1983. Formal approach is taught by Delta College faculty. One- and two-day "hands-on" workshops with 15 to 30 participants in each. Some are introductory overviews and others are specific one topic workshops to develop initial skills and knowledge.	Approximately $6,500	Individual participants, $15-$20 ea. + Professional Development Committee funds + Delta College Foundation, $1,500 + Institutional services	E

Objectives (desired change or outcome)	Target	Description of Approach/Activities	Amount Spent	Funding Source	Estimated Effectiveness of this Approach M = minimal A = adequate/good E = excellent
MIAMI DADE--SOUTH CAMPUS					
1. Increase number of faculty using computers in instruction	Faculty	Faculty member enrolls in a term-long seminar with a microcomputer to use at home during the term	$40,000 for hardware; $5,000, software; $15,000 for personnel (lab instruction)	State grant SPD Budget	E
2. Increase computer literacy of faculty and staff	Staff, faculty, and administrators	Faculty and staff register for an individualized, guided study module on microcomputers. Using the guide, they use a variety of software and microcomputers	-0- (Personnel costs are involved--but in both cases the trainers have these activities as part of their work load)	---	E
3. Familiarize staff with specific applications software	All employees	Individuals register for software specific workshops which introduce them to programs such as PFS, VisiCalc, Bankstreet Writer, Applewriter II, etc.		FSPD budget FSPD budget	E
KIRKWOOD COMMUNITY COLLEGE					
Increase the number of computer literate faculty by 25	Faculty	Faculty member enrolls in a self-paced independent study program in a centralized lab. Faculty member is then assisted in the process of integrating computer use into the curriculum. (The development of projects to be completed by the student through the use of computers.)	$40,000 for hardware $35,000 for personnel	Title III grant	A

Objectives (desired change or outcome)	Target	Description of Approach/Activities	Amount Spent	Funding Source	Estimated Effectiveness of this Approach M = minimal A = adequate/good E = excellent
MARICOPA COMMUNITY COLLEGES					
		Computer Literacy Project operates out of the district office to serve the seven campuses, and consists of the following two projects:	$250,000	General funding	E
1. To encourage faculty commitment for further use of computers for instructional purposes. To provide faculty with basic skills necessary to use educational applications of computers that will improve the quality of education.	Faculty	Faculty Computer Literacy Project--Each semester, a new group of 50 faculty take a computer home to use; software is checked out to them. They attend class once a week (3 hours) all semester.			
	Faculty, staff, administration	Workshop Series--A series of computer literacy workshops (43 in fall 1984) is provided for all employees.			

Objectives (desired change or outcome)	Target	Description of Approach/Activities	Amount Spent	Funding Source	Estimated Effectiveness of this Approach M = minimal A = adequate/good E = excellent
BROOKHAVEN COLLEGE					
Promote micro usage and teach familiarity with Wordstar	All faculty and staff	Wordstar training	Unknown (bought by district)	Central Admin.	A to E, depending on instructor
Move textbook requisition from typewriters to mainframe via micros with D/BASE II application	Division chairs and secretaries	Textbook requisition software training	Software was obtained free from Central Administration	Central Admin.	A
SANTA FE COMMUNITY COLLEGE					
Increase faculty awareness of computers and their uses in the classroom	Faculty	Faculty attend workshop/seminar to learn the mysteries of a computer class taught by experienced professional with broad background in computers	$4,000 for Equipment	SPD Funds	A
MIAMI-DADE-NEW WORLD COLLEGE					
	Faculty and Administrators	Faculty and administrators enroll in a series of 5 (15 credit hours) graduate courses in computer education at a local university. Tuition is paid by campus staff and program development funds.	$18,400(total) $12,000(84-85)	Florida Staff and Program Development Funds.	E

Objectives (desired change or outcome)	Target	Description of Approach/Activities	Amount Spent	Funding Source	Estimated Effectiveness of this Approach M = minimal A = adequate/good E = excellent
JOHNSON COUNTY COMMUNITY COLLEGE					
Introduce concept of computer literacy and spark interest.	Entire staff	In-service program	$2,000	Staff Dev. Budget	E
Encourage Creative use of computer on the job	Entire Staff	Computer Contest	$ 500	Foundation	E
Discount Program	Entire Staff	User group organized through local dealer and IBM discount	20% discount		E
Teach: Introduction to Software usage or Programming	Entire Staff	Alist of courses is attached. All tried to meet the needs of various groups. Some wanted to learn to program while others only needed to learn to use software.	All Courses $6,000 for the year		E All were well received

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

DEC 14 1984